

AUTHOR INDEX

- Adams, Jillone, 1:87, 2:182
Allington, Richard, 2:143
Axelrod, Jerry, 3:232
Ball, Howard G., 2:169
Ball, Sarah B., 2:169
Blachowicz, Camille, L. Z., 1:71
Braun, Carl, 1:44
Briggs, L. D., 2:147
Buelke, Eleanor, 1:89, 2:166,
3:197, 4:332
Carey, Robert F., 3:228
Cassidy, Jack, 4:315
Chall, Jeanne, 1:85
Cheek, Earl H., 4:308
Cheek, Martha A., 4:308
Cunningham, Patricia, 3:222
Cushenbery, Donald C., 1:40,
2:162, 3:245, 4:320
Davis, Michael D., 2:115
Dishner, Ernest K., 1:78
Dunn, Sharon, 4:276
Fairweather, Peter G., 1:71
Galen, Nancy, 4:280
Grady, Joan B., 3:193
Gray, Mary Jane, 4:292
Groff, Patrick, 2:134
Haase, Ann Marie B., 1:29
Hafner, Lawrence, 4:324
Haggard, Martha Rapp, 3:200
Harker, W. John, 1:7, 3:217
Hill, Charles H., 1:61
Hopkins, Carol J., 1:75
Hornberger, Timothy R., 4:315
Howell, Helen, 3:237
Hunter, Dianne, 3:189
Johns, Jerry L., 3:235
Koenke, Karl, 2:112
McCormick, Sandra, 2:130, 3:208
McKenna, Michael, 4:284
Mack, Faite, Royjier P., 1:53
Marshall, Frances, 2:151
Moe, Alden J., 1:75
Muia, Joseph A., 2:115
Ngandu, Kathleen M., 2:123, 4:

AUTHOR INDEX

- Adams, Jillone, 1:87, 2:182
Allington, Richard, 2:143
Axelrod, Jerry, 3:232
Ball, Howard G., 2:169
Ball, Sarah B., 2:169
Blachowicz, Camille, L. Z., 1:71
Braun, Carl, 1:44
Briggs, L. D., 2:147
Buelke, Eleanor, 1:89, 2:166,
3:197, 4:332
Carey, Robert F., 3:228
Cassidy, Jack, 4:315
Chall, Jeanne, 1:85
Cheek, Earl H., 4:308
Cheek, Martha A., 4:308
Cunningham, Patricia, 3:222
Cushenbery, Donald C., 1:40,
2:162, 3:245, 4:320
Davis, Michael D., 2:115
Dishner, Ernest K., 1:78
Dunn, Sharon, 4:276
Fairweather, Peter G., 1:71
Galen, Nancy, 4:280
Grady, Joan B., 3:193
Gray, Mary Jane, 4:292
Groff, Patrick, 2:134
Haase, Ann Marie B., 1:29
Hafner, Lawrence, 4:324
Haggard, Martha Rapp, 3:200
Harker, W. John, 1:7, 3:217
Hill, Charles H., 1:61
Hopkins, Carol J., 1:75
Hornberger, Timothy R., 4:315
Howell, Helen, 3:237
Hunter, Dianne, 3:189
Johns, Jerry L., 3:235
Koenke, Karl, 2:112
McCormick, Sandra, 2:130, 3:208
McKenna, Michael, 4:284
Mack, Faite, Royjier P., 1:53
Marshall, Frances, 2:151
Moe, Alden J., 1:75
Muia, Joseph A., 2:115
Ngandu, Kathleen M., 2:123, 4:

Palmer, William S., 3:240, 4:324
Plummer, Bonnie C., 3:248
Prendergast, John F., 2:128, 4:280
Readence, John E., 1:78
Robinson, Richard D., 1:29, 4:
Robinson, Sandra, 1:23
Russell, Donovan, 2:101
Schnell, Thomas R., 1:34
Schubert, Delwyn G., 2:159
Shuman, R. Baird, 1:85, 2:159,
3:240, 4:329
Skelton, Sherri, 2:147
Smith, Laura, 1:12, 2:103
Stammar, John D., 4:298
Strange, Michael, 2:143
Thompson, Mark E., 3:248
Titus, Mary Ellen, 1:82
Tovey, Duane, 4:302
Vacca, Jo Anne, 2:139
Weaver, Constance, 1:12, 2:103
Wilson, LaVisa, 1:82

TITLE INDEX

- Aid for the School Principal: Evaluate Classroom Reading Programs, 2:130
- Beginning Reading A Continuing Debate, 3:240
- Beginning Reading Without Readiness: Structured Language Experience, 3:222
- Black Students Get an Edge in Reading, 4:324
- A Boost for the "Basics" Through Children's Literature, 1:44
- Bringing Children and Books Together, 4:292
- Children Get Ready to Read, 2:115
- Children's Recognition of Words in Isolation and in Context, 2:134
- Cloze Encounters of a Different Kind, 3:228
- Communications Across Four Generations, 1:82
- A Computer-Assisted Pre-Service Program in Reading, 1:71
- Content Area Textbooks—Waste Not . . . , 1:23
- Content Reading: Past. Present! Future?, 1:78
- Critical Reading and Today's Adolescent, 1:40
- Diagnosis—A Part of Content Area Reading, 4:308
- Drill Versus Discovery: The Effects On Student Attitudes, 1:61
- Effective Procedures for Teaching Reference Study Skills, 3:245
- Elementary Students' Definitions of Reading, 4:272
- Enlarging the Perspective, 3:189
- A Foot in the Door: The Annotated Checklist, 4:314
- Game Books for Reading Instruction, 1:75
- The Gifted Student in the Intermediate Grades, 4:276
- Identifying the Basic Elements of Critical Reading, 1:21
- The Illiteracy Concept: Defining the Critical Level, 1:53
- Inferential Aspects of the Cloze Task, 4:284
- Implications from Psycholinguistics for Secondary Reading, 3:217
- Issues and Trends: IRA National Conventions: 1962-1977, 2:123
- Minimal Competencies in Reading for Secondary Content Teachers, 2:143
- New Materials, 1:87, 2:182
- Organizing Observable Reading Behavior, 2:112
- Overskill, 2:128
- Peer-Tutoring: Learning Boon or Exploitation of the Tutor?, 3:237
- Perceptions of Reading Instruction, 1:7
- Principles for Establishing Effective Secondary Reading Programs, 4:320
- Professional Concerns, 1:85, 2:159, 3:240, 4:329
- Providing for the Older Reader in the College Reading Program, 1:29
- A Psycholinguistic Look at the Informal Reading Inventory Part I: Looking at the Quality of Readers' Miscues, 1:12
- A Psycholinguistic Look at the Informal Reading Inventory Part II: Inappropriate Inferences from an Informal Reading Inventory, 2:103
- Quick Reviews, 1:91, 2:178, 3:256, 4:335
- Reading Assessment—The Third Dimension, 3:235

- Reading—Do We Need to Know What it is Before We Try to Teach It?, 3:212
- A Reading Checklist for the Principal, 3:208
- Reading Research: What Difference Does It Make?, 4:267
- Remedial College Freshmen English Students: Description and Characteristics, 3:248
- Remedial Reading Programs for Secondary Students, 2:162
- Science Fiction: The Future in the Classroom, 3:193
- The Science of Reading, 4:298
- Selling Reading, 4:280
- Social Readiness: The Neglected Area in Reading, 2:147
- So What if Johnny Can't Read, 2:101
- Staff Development in Reading: What the Experts Say, 2:139
- Teachers' Abilities to Judge the Difficulty of Reading Materials, 2:151
- Teachers' Perceptions of Children's Miscues, 4:302
- The Three R's: Readin', Riting, and Radiol, 2:169
- We Suggest, 1:89, 2:166, 4:332
- What Administrators Actually Know About Reading Programs, 3:200
- Word Analogies: An Overlooked Reading Aid, 3:232
- Worlds of Language Within the Classroom, 3:197



